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AUTHOR Seavers, Charles F., Jr.
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ABSTRACT

This manual was developed with two specific purposes in mind: (1) To present in some detail, information about cooperative education which should serve as a functional guide to those individuals who contemplate becoming a coordinator of cooperative education, and (2) To stimulate the development of more effective coordination techniques by coordinators already engaged in the placement, counseling, and guidance of cooperative education students. Divided into nine chapters, the guide discusses: (1) the rationale of cooperative education, (2) the role of the coordinator, (3) the basic tools used in coordination, (4) strategies for obtaining cooperative jobs, (5) means of preparing students for placement, (6) the placement process, (7) how to conduct a follow-up after placement, (8) strategies for handling student problems, and (9) ingredients of a good training and professional development program. Several calendar designs and a variety of useful report forms are appended as well as selected readings in the field.
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A MANUAL
for
COORDINATORS
of
COOPERATIVE EDUCATION

by CHARLES F. SEAVERNS, Jr.
Professor of Cooperative Education
and Director of Training
Division of Cooperative Education

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DEDICATION

To my wife, RITA
and to my children,
CAROL and DIANE
with sincerest appreciation
for their patience and
understanding during the
writing of this manual.

PREFACE: ABOUT THIS MANUAL

The primary purpose of this manual is to present in some detail information about cooperative education which should serve as a functional guide to those individuals who contemplate becoming a Coordinator of Cooperative Education. To those seasoned faculty coordinators already engaged in the placement, counseling, and guidance of cooperative education students, this manual should serve to stimulate more effective techniques of coordination in order to enhance optimum coordination for results.

Preparation of this revised edition of the manual is prompted by the following encouraging factors: (1) The original manual which was so successful, (2) The present rapid increase in the number of post-secondary institutions throughout the country offering cooperative education programs, and (3) The increasing volume of inquiries from educational institutions and other organizations for information about cooperative education.

While clarity of concepts is necessary, the author has not been concerned in this manual with quibbles over terminology regarding the nature and scope of cooperative education. His more immediate concern has been to describe and to suggest some techniques of coordination pursuant to the operation and administration of a cooperative education program. It should be clearly understood that each cooperative institution must tailor-make its own program in accordance with its own particular needs.

The coordinator will find his job to consist of much more than merely sending students out on job assignments, particularly if the students are uncertain about their vocational objectives. He will find himself involved in evaluating student needs and qualifications; disseminating occupational and educational information; conducting interviewing and counseling sessions regarding vocational, educational, and personal problems; locating and soliciting suitable cooperative assignments; planning and conducting follow-up placement activities; and analyzing and evaluating cooperative education information for record-keeping purposes.

Since the coordinator wears many hats, the author has divided this manual into nine chapters which describe the rationale of cooperative education with special emphasis on the specifics of the multifaceted functions of coordination. It should be clearly emphasized that no one chapter is more important than another, and that each chapter, in turn, must be considered as an integral part of the total role of the coordinator.

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C.F.S., Jr.

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CHAPTER I

THE RATIONALE OF COOPERATIVE EDUCATION

The Coordinator is the vital key to the successful operation and administration of the cooperative education program. To perform his multifaceted functions more effectively, he needs to thoroughly understand the nature and scope of the cooperative plan of education.

WHAT IS THE COOPERATIVE PLAN?

Definition - COOPERATIVE EDUCATION IS A UNIQUE PLAN OF EDUCATIONAL ENRICHMENT DESIGNED TO ENHANCE SELF-REALIZATION AND DIRECTION BY MEANS OF INTEGRATING CLASSROOM STUDY WITH PLANNED AND SUPERVISED PRACTICAL EXPERIENCE IN EDUCATIONAL, VOCATIONAL, OR CULTURAL LEARNING SITUATIONS OUTSIDE OF THE FORMAL CLASSROOM ENVIRONMENT.

The basic principle of cooperative education is that optimum individual development is best achieved by an educational method which combines classroom learning with periodic intervals of planned and supervised practical experience away from the academic community. Learning does not confine itself to only academic mastery. A student's attitudes, interests, values, and motives are equally dependent upon practical experience and traditional learning.

The Role of Practical Experience - Practical experience in cooperative education is usually in the form of paid employment in industrial, business, government, or service-type work situations. This means that supervised employment in the occupational field for which a student is preparing enhances comprehensive learning and vocational adaptation. In addition to the usual classroom and laboratory exercises, the cooperative plan provides planned and supervised learning situations in the work world which enable the student to become acquainted with both theory and practice.

The cooperative plan, with its process of integrating classroom study and practical experience, promotes better preparation for effective living in an adult-oriented world because it provides students with meaningful interaction with the total environment. This planned and supervised interaction with both the academic environment and the work environment provides reality and relevancy to education. In effect, this system of education can be considered as a process of reinforced learning to develop the "whole man," because it bridges the gap between classroom study and what a student needs to know to become productive in a creative sense on a specific cooperative job in a particular occupational field.

There is no basic difference between a cooperative program of education and a conventional type program in terms of academic requirements and course content. However, there are two basic requirements which must be followed pursuant to the role of practical experience in the cooperative program:

1. Operational Factors - The practical experience must be considered as an integral part of the educational process. There must be certain minimum standards of performance included in the requirements of the institution for graduation. The institution must assume the responsibility for integrating the periods of practical experience into the regular educational program.¹
2. Emphasis on Educational Values - Educational values must be paramount considerations in the cooperative placement of students in order to facilitate the effective integration of cooperative employment and classroom study. The practical experience should be concerned with a socially desirable activity; and it should be realistic, productive, and progressive in responsibility.

Historical Background - Cooperative education was founded in the United States at the University of Cincinnati in 1906 through the pioneering efforts and leadership of an engineering faculty member (later dean) named Herman Schneider.

¹James W. Wilson and Edward H. Lyons, Work-Study College Programs: Appraisal and Report -⁵ the Study of Cooperative Education, New York: Harper & Brothers, 1961, p. 19.

This new and distinctly American system of education was initially a program for the education of engineers in which students alternated equal periods between classroom instruction (theory) and industrial, business, or governmental employment (practice) under the direct supervision of the engineering college. It was called the "Cooperative Plan of Education," or more familiarly, the "Co-op Plan;" because it required the cooperation of both educators and employers to form a comprehensive educational program which would successfully bridge the gap between the academic environment and the work environment.

The cooperative plan evolved from two basic observations about education made by Professor Schneider from his own practical engineering and teaching experience:

1. Classroom education can never hope to teach all the elements of knowledge required for a successful career in any profession. Practical on-the-job experience with successful professionals in the field is a necessary supplement to classroom instruction.
2. Since the high cost of education is a paramount problem in this country, most students must work part-time while attending classes in order to earn a portion of the cost of their college education. With very few exceptions, these part-time jobs are not related to their career objectives and have little transfer value to the educational program of the students.

The following educational institutions subsequently adopted the cooperative plan of education shortly after its successful inception at the University of Cincinnati: Northeastern University, Boston, Massachusetts, the largest cooperative education institution in the United States (1909); University of Detroit, Detroit, Michigan (1911); Georgia Institute of Technology, Atlanta, Georgia (1912); University of Akron, Akron, Ohio (1914); Drexel Institute of Technology, Philadelphia, Pennsylvania (1919); Massachusetts Institute of Technology, Cambridge, Massachusetts (1919); Antioch College, Yellow Springs, Ohio, the first Liberal Arts College to adopt the cooperative plan (1921); and Cleveland State University, formerly Fenn College (1923).

Growth and Development - The following table indicates that the cooperative education movement in the United States can be divided into three distinct periods of growth.¹

1906 - 1942	20 institutions in 36 years
1943 - 1962	50 institutions in 20 years
1963 - 1970	108 institutions in 8 years

The first period, which began with its inauguration date in 1906 and ended with the beginning of World War II in 1942, produced a moderate but steady increase in the number of cooperative institutions. Even the depression years of the early 1930's failed to halt the rising growth of participating educational institutions.

The second period of growth began immediately following the war in 1946 and continued until the early 1960's. It must be noted, however, that during the period 1942 to 1946, many institutions were forced to temporarily suspend their cooperative programs in favor of emergency acceleration of conventional academic programs.

During this second growth period, there was a more rapid increase in the number of institutions offering cooperative programs. This was primarily due to an increasing number of two-year institutes offering non-degree programs in various technical and business fields on the cooperative plan. In addition, the cooperative plan was finding increasing favor in more junior colleges and community colleges offering either transfer or terminal associate degree programs.

The impetus for the third, and present stage of growth and development, was provided by the establishment of the National Commission for Cooperative Education in 1963. Because of missionary zeal of this non-profit organization to promote the expansion of cooperative education

¹Collins, Stewart B. Philosophy and Operation of Cooperative Education: A Directory of Cooperative Colleges in the United States and Canada. Cooperative Education Association, University, Philadelphia, Pennsylvania 19104, 1970. (See "Introduction")

The successful coordinator will develop a repertoire of behaviors to apply in different situations as he recognizes the need. He must vary his behavior as required to achieve a satisfactory goal or solution to the problem. In other words, effective coordination involves knowing the job thoroughly, establishing goals and objectives, planning and organizing in terms of priorities, active listening, and the ability to communicate so as to get things done through others.

Developmental Patterns of Coordination

In one sense, each coordinator is unique. Each is bringing to the job situation certain attitudes, beliefs, and ways of life. Each is also bringing specific skills--technical, social, and logical. There are basically three stages of development regarding coordination styles or self-concepts of the role of the coordinator.

1. Rule-Centered Role

- (a) Actions within framework of rules, regulations, and formal policies of institutional management.
- (b) Source of security and authority.
- (c) Objective and impartial in the counseling, placement, and supervision of students.
- (d) Communication a one-way process from coordinator to students in terms what fixed rules and policies require.

2. Job-Centered Role

- (a) Authority based on personal knowledge and technical competence.
- (b) Respect through practical ability.
- (c) Work and technology oriented.
- (d) Reaches out for responsibility.
- (e) Communication primarily a one-way process but more direct and personal than Rule-Centered Coordinator.

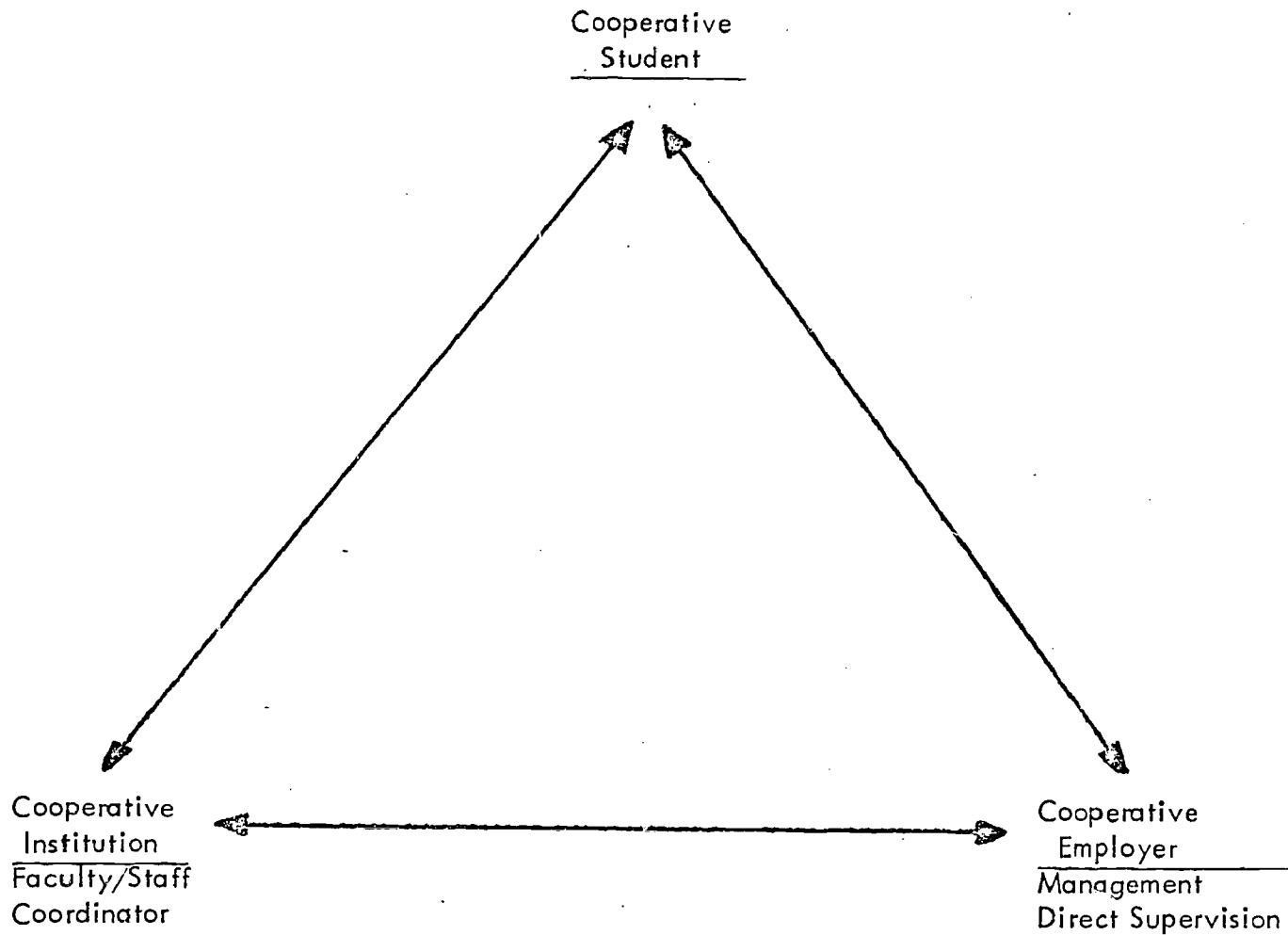
3. Group-Centered Role

- (a) Concern for all participants in the dynamics of coordination - students, employers, and faculty.
- (b) Development of cooperation and teamwork among the participants to enhance optimum coordinator-student, coordinator-employer, and coordinator-faculty relationships.

- (c) Recognition of the importance of individual differences in dealing with the respective participants.
- (d) Recognition of the importance of coordination by example--Dedication to personal excellence.
- (e) Communication a three-way process of free interchange among participants - students, employers, and coordinator.

It should be pointed out that these three styles or self-concepts of coordination are points on a continuum. This means that a person's approach to his role as a coordinator may be partly Rule-Centered and partly Job-Centered, or partly Job-Centered and partly Group-Centered.

Dynamics of Coordination



The coordinator serves as the middleman in the dynamics of coordination because it is his responsibility to promote harmonious teamwork among all the participants in the cooperative

1. He must relate effectively with students as a placement counselor.
2. He must relate to employers as an interpreter of the institutional goals, policies, procedures, and services.
3. He must relate to the teaching faculty as an interpreter of the educational significance of the role of practical experience as an integral part of the total educational process.

Coordinator-Student Relationships - Placement planning on the part of the coordinator

includes: thinking through the possibilities for job placement for his students, developing the resources needed to effect this function, and encouraging the readiness of his students to express their career objectives. Planning further suggests giving them proper guidelines within which to channel their thinking about cooperative employment; encouraging them and motivating them to seek opportunities compatible with their interests and consistent with their aptitudes and abilities; and counseling them with respect to their progress and adjustment on their cooperative assignments.

This requires that the employment experiences of the students be as closely evaluated as their academic work. The coordinator must make periodic visits to each student's employer, conduct regularly scheduled conferences with his students concerning their progress and adjustment on their cooperative assignments, and maintain adequate and functional records for counseling and administrative purposes.

One of the privileges of being a coordinator is that of inspiring students to achieve to the fullest extent of their capabilities. Students have done a considerable amount of living before coming to college, and they bring ideas, skills, and interests with them from their previous daily experiences. Therefore, the coordinator should consider each student's total personality and handle his problems sympathetically and on an individual basis rather than going strictly by the book.

What leads students to their very best performance is oftentimes the encouragement that receive from their coordinator. By motivating his students, the coordinator can open new

avenues to the inexperienced, encourage the slow and timid, prod the lazy or indifferent, and spur the most capable on to even greater efforts.

Motivating students is often a slow process requiring many avenues of approach. The coordinator should set the emotional climate for this by listening actively to his students on all matters that involve them. He should help them make satisfactory decisions and plans regarding their future. Since the coordinator is constantly dealing with human problems, his highest achievement is to develop in his students that sense of responsibility which goes with personal growth.

Recognition of individual differences is very important in selection, placement, and counseling of students. The effective coordinator should have sufficient insight and foresight to be able to direct each student's experience so that the student, in turn, may be able to integrate and direct subsequent experiences.

In connection with facilitating and guiding individual learning, students should be taught to see things in their proper perspective. It is true that all experiences have some degree of value, but it is the responsibility of the coordinator to convey to his students the importance of transfer values gained from the integration of classroom learning and practical experience.

Coordinator-Employer Relationships - Since the cooperative plan is dependent upon the mutual agreement between the educational institution and the employing organization to provide a meaningful educational program for the student, it is essential that the coordinator establish and maintain good rapport with his cooperative employers.

The coordinator should obtain the support of management in the employing organization regarding the goals of the cooperative program. He should encourage management to consider the program as part of their long-range planning pursuant to manpower needs.

To insure optimum coordination effectiveness for the student and the employing organization, the coordinator must elicit the full support of the personnel responsible for the direct supervision

of student employment. These are the people who are responsible for providing meaningful cooperative employment experience for the students as well as the subsequent supervision, training, guidance, and evaluation of each student's growth and development on the cooperative assignment. In effect, those responsible for the direct supervision of cooperative student employment can make or break the cooperative program.

Coordinator-Faculty Relationships - The operation of the cooperative program often results in communication problems between the coordinator and the teaching faculty. This is primarily because the coordinator works from a different point of view and with a different methodology than the classroom teacher. The coordinator is more involved with the student's non-academic adjustments; whereas, the teacher is primarily interested in disseminating subject matter with emphasis on the intellectual and the scholarly.

It behooves the coordinator, as a professional member of the college staff, to maintain liaison with the administration, departmental teaching faculty, and members of the student personnel services regarding cooperative education ideas and problems.

In summary, there is no one technique in education which will be effective for all students at all times. The teacher is not infallible; neither is the coordinator. Therefore, the successful coordinator realizes and appreciates the fact that he is a professional member of an educational team; and, as such, he performs a most important educational service for all participants in the cooperative program.

CHAPTER III

BASIC TOOLS USED IN COORDINATION

USE OF THE INTERVIEW

Definition of an Interview - An interview may be defined as a purposeful and mutual exchange of information. It is like a bridge between means and end--between understanding by the coordinator and understanding by the student.

There are those who may argue that the interview is not a scientific instrument of appraisal, but a subjective one. Nevertheless, it is still widely used and is probably the only diagnostic tool employed in student selection and placement by most cooperative institutions of education.

Whether a novice or a veteran in the art of interviewing, the coordinator should appreciate the fact that interviewing is a dynamic function. He should also understand that aptitudes, abilities, motives, and basic needs are not just psychological terms; but the bases upon which he must plan and execute his selection and placement functions.

Purposes of the Interview - There are four basic purposes:

1. To Establish Rapport

It is essential that a coordinator create a friendly relationship in an interview; otherwise its other functions cannot be successfully performed.

2. To Obtain Information

The interview provides the coordinator with an instrument to get information about a student which cannot be obtained through tests, records of various types, observation, or casual contact.

3. To Give Information

The interview provides the coordinator with a tool for supplying the student with specific, personalized information.

4. To Motivate Students

The interview provides the coordinator with an excellent opportunity to stimulate the thinking, feeling, and action on the part of the student.

Classification of Interviews (by method)

1. The Directed Interview is one in which the coordinator has specific items to be covered in the interview. It is directive in that the coordinator directs the progress of the interview through the information he wishes to give or receive.
2. The Patterned Interview is a highly structured and carefully planned interview. The questions are on a prepared form similar to those found on any standard, printed cooperative application interview form, and they are the same for all students. The patterned interview, which consumes less time than the other methods, assures that certain desired information is obtained by means of asking identical questions of each student.
3. The Non-Directed Interview is usually not designed to obtain answers to specific questions, but rather to permit the student to express himself freely on subjects which interest him or to talk about his personal problems. This interviewing technique is particularly useful in bringing out into the open a student's complaints, gripes, or grievances.

Types of Cooperative Interviews - There are four major types of cooperative student interviews:

1. Preliminary or Initial Interview (Screening)

The preliminary interview is scheduled prior to a student's cooperative job placement. The student meets his coordinator for the first time during his initial in-school period. This is the beginning of the screening process, and the coordinator has his first opportunity to appraise a student's qualifications - his interests, abilities, aptitudes, personal history, and previous work experience. The preliminary interview is also the initial fact-finding instrument regarding the student's impressions and comments relative to his future work assignment. The coordinator records his initial impressions of the student.

2. Prereferral Interview (Selection)

The prereferral interview is a selection or exploratory device to help the coordinator and student reach an agreement with respect to a specific cooperative assignment, or an alternative choice, best suited to the needs and qualifications of the student.

3. Referral Interview (Placement)

The referral or placement interview is a discussion of the job description, hours, wage rate, advancement possibilities, fringe benefits (if any), the student's obligations in accepting the work assignment, referral instructions

in connection with the student's interview with the company, and subsequent verification procedures pertaining to the placement outcome.

4. Postreferral Interview (Progress and Adjustment)

The postreferral or progress and adjustment interview is a discussion of the student's cooperative job performance as revealed by the employer's evaluation and the coordinator's evaluation after his personal visits to the company. The primary purpose of this interview is to confirm or reappraise the student's qualifications in the light of emerging new facts.

Scheduling the Interview - Schedule planning for optimum interviewing effectiveness is dependent upon four basic factors: The coordinator's time, the coordinator's workload, the student's free time, and the length of the cooperative school period. Periodic scheduling must be maintained for all students for interviewing and counseling. Every student needs the assistance of the coordinator as a regular part of the cooperative program.

Depending upon the institution's policy regulations as well as the aforementioned four basic factors, the coordinator should consider the following three steps in establishing an effective interview schedule:

1. Initial Planning

- (a) By determining in advance the school days most convenient for his students in terms of available free time. (The coordinator must have a complete file of his student's schedule cards.)
- (b) By projecting, if necessary, an interview schedule over the length of the cooperative school period in order to include all of his students.

2. Contacting the Students

- (a) By sending postcards to his students informing them of the time and place of their interviews.
- (b) By sending notices to their classes regarding immediate interviews. (This practice should not be overdone; it disrupts the lecturer's classroom routine.)
- (c) By posting an interview schedule on the bulletin board outside the Cooperative Education Office.
- (d) By telephoning or telegraphing for students living off-campus.

3. Length of Interviews

- (a) For preliminary, prereferral, and referral interviews, it is suggested that a 20-minute interview per student is normally sufficient for effective communication.
- (b) For follow-up interviews involving progress and adjustment evaluations, it is suggested that a minimum of 20 minutes per student be scheduled.
- (c) For counseling sessions regarding problem cases, it is suggested that a minimum of 30 minutes to a maximum of one hour is usually adequate to motivate the student toward self-understanding and subsequent action. The coordinator can always suggest another counseling session or referral of a particular problem case.

Since time is valuable for the coordinator as well as for his students, he should make every effort to adhere to his interviewing schedule. The most important factor that the coordinator should consider concerning the length of interviews is to provide adequate time to insure effective communication that will result in mutual understanding between him and the students. The coordinator who spends too much time with problem cases may ultimately discover that minor problems of his other students have become intensified and complex. Therefore, the coordinator who permits himself to become a servant of the few will be unable to provide adequate service for his total student workload.

Conducting the Interview - The interview, which is the oldest method of appraisal in the selection and placement process, demands knowledge, application, and skill if it is to be used effectively. It does not necessarily follow that a coordinator who is a good conversationalist or has a winning personality will be a good interviewer. Probably most coordinators acquired the knack of successful interviewing by trial and error, by observation of others, and by review of their own practices.

It has often been said that there are as many different kinds of individual interviewers as there are interviewees. The new coordinator should learn the basic techniques of interviewing and counseling, which if followed, will enhance the effectiveness of the procedures.

The coordinator's success as an interviewer depends not only on his ability to interview, but also on how the student sees the coordinator's role. It further depends upon how the student interprets the coordinator's statements, attitudes, and overall presentation.

To conduct an effective interview, the coordinator should constantly keep in mind the purposes of the interview, namely: to establish rapport, to obtain information, to give information, and to motivate students. Following are some basic steps in conducting the standard-type directed or patterned interview:

1. Prepare for the Interview in Advance

Effective planning insures better utilization of the scheduled interview time--Examine the student's records prior to the interview--Plan the topics for discussion around the information you wish to obtain--Be prepared to give the answers the student may request--Be sure to have at hand all cooperative work materials likely to be needed in the interview.

2. Establish A Friendly Atmosphere

Greet the student by name with a firm handshake--Ask him to sit down--Be professional, but friendly by putting the student at ease--Look at him, but do not stare at him during the interview--Show genuine interest in him and his affairs--Individualize your interviewing techniques to fit each student and each particular situation--Guard against showing personal bias or disapproval by word, gesture, or facial expression.

3. Encourage the Student to Talk

To gain information, do not do all the talking yourself--Listen attentively to the student's story--Try not to interrupt--Clarify in your own mind salient points made by the student--Supplement or summarize when necessary.

4. Ask Questions Carefully

Obtain information by asking direct questions--Preface direct questions with who, what, when, where, how, and why so as to eliminate "YES" or "NO" answers--Do not antagonize by asking tricky or confusing questions--Avoid careless wording of questions, make them clear both as to language and intent--Use "talk" language--Remember, the art of interviewing is primarily knowing when and how to ask questions.

5. Structure and Control the Conversation

Do not become stereotyped in your interviewing--Do not permit the interview to become an inquisition or oral questionnaire--Keep the student on the topic under discussion--Do not hurry, but do not prolong the interview to the point where it ceases to be of value--Try to maintain schedule time without creating pressure on the student.

6. Terminating the Interview

Help the student to a better understanding of himself; if he has a decision to make, guide him in his thinking and in the implementation of his decision--At this point, bring the interview to a close with a summary of the discussion.

7. Record the Outcome Immediately

Do not trust your memory; record the results of the interview as soon as possible--Write-up serves as a memory refresher in subsequent interviews with the same student and provides a permanent record for referral purposes.

5' USE OF PSYCHOLOGICAL TESTS

Purposes of Tests - There are two basic purposes for testing:

1. The acquisition of additional information about a student which will be used in the selection and/or counseling process.
2. The prediction of a student's performance in certain situations.

Types of Tests - There are five categories of psychological tests which may be used in the selection and/or counseling process:

1. Intelligence (mental ability)
2. Achievement (educational)
3. Aptitude (facility and speed in acquiring new information or skills)
 - (a) Mechanical
 - (b) Clerical
 - (c) Sales
 - (d) Supervisory, Professional, and Executive Personnel
 - (e) Special Trade Tests

(f) Visual Acuity and Spatial Relations

(g) Manual Dexterity

4. Interest Inventories (preferences for various activities)

5. Personality and Temperament (emotional stability and adjustment)

Uses and Limitations of Tests

1. Tests can be used as tools in reaching decisions regarding selection, classification, and rejection.
2. Tests can be used more effectively to predict group performance than to predict the performance of an individual.
3. Tests can be especially helpful in connection with making institutional decisions about students.
4. Tests can be used in the selection process to tell whether a student has the ability to do a particular job.
5. Tests cannot be used to tell whether a student will do a particular job.
6. Test scores can be a valuable source of information in counseling.
7. Tests cannot measure motivation, ambition, perseverance, creativity, or ability to get along with others.
8. Tests are not infallible.
9. Besides the measurement error inherent in any test, it is possible to make mistakes in administering, scoring, and interpreting test results.
10. Tests may not be used to advance any form of discrimination relative to race, creed, color, religion, or origin according to the Fair Employment Practice Legislation.
11. Tests should not be used for purposes for which they are not intended.
12. Tests should not be used as a primary method of rejecting student job applicants.

The coordinator involved in selection and placement may, at times, suggest to a student the need for testing and counseling as another diagnostic tool to help him solve a particular  national or educational problem. Wise vocational selection is not simply a matter of deciding

what one can do, but is a question of what one wants to do. Tests, when properly selected and used, can be of considerable help to a student engaged in career planning.

Most cooperative institutions have as one of their student personnel services a Testing and Counseling Center which serves primarily as a referral agency for all departments within the college or university. The coordinator should not refer his students to the Testing and Counseling Center merely as an escape mechanism or cure-all for his placement problems; nor should he consider testing a substitute for other selection and placement procedures. No matter how valuable tests may be they should never be used as the only method of selection. Tests, which are merely tools to be used in conjunction with other cooperative records and personal-history data, are more meaningful when considered as part of the total framework of pertinent information available for the individual student. Therefore, testing should supplement, not replace other appraisal techniques.

USE OF RECORDS

A good system of records is essential to the effective operation of a cooperative education program. Accurate and up-to-date records carefully interpreted and evaluated will serve as an important source of information for activity reports, fiscal reports, and student cumulative data files. Records also serve as valuable instruments for evaluating the present status of the cooperative program, predicting future expansion, and providing useful research material.

Some reports and records are recorded daily and weekly, others monthly and annually depending on their purposes, and the staff available. It is important that duplication be eliminated.

Although there will be varying degrees of competence in record-keeping, coordinators must share the responsibility for accurate office information by keeping their own individual records to the very best of their ability. Records are of no value as sources of information if not accurate and up-to-date.

Types of Records and Reports - Records, reports, and other pertinent material may be grouped as follows: (1) Student Records, (2) Coordinator's Records, (3) Departmental Records and Reports, and (4) Correspondence.

1. Student Records - Adequate information about the cooperative student is necessary as a basis for effective counseling. In the absence of complete data, any attempt to assist students in making intelligent plans, choices, decisions, and to help them derive maximum benefit from their cooperative work experiences will fail in its purpose. The cumulative record system should be a functional guidance tool in the form, recency, and reliability of the data it contains.

The coordinator should not only have access to a wide range of significant data about the student, but he should also have it organized and readily accessible to facilitate its immediate use.

The cumulative record about each student should include: information about his personal background; educational and vocational background; standardized test scores, if available; grades; employer's evaluation forms; and teaching faculty and/or coordinator's merit ratings.
(Consult Appendix B for suggested Student Record Forms.)

2. Coordinator's Records - The coordinator should maintain an active listing of the students in both divisions under his jurisdiction. He should maintain complete record of his active cooperative employers in a looseleaf notebook.
(Consult Appendix B for samples of Coordinator's Records.)
3. Departmental Records and Reports - A central file should be maintained on all active cooperative companies. This file should include: the name, address, and telephone number of each company; the name and title of the coordinator's contact in each company; the names, year in school, major, and employment dates of the students in both divisions employed with each company; and the job description, hours, and wage rate.
(Consult Appendix B for sample Departmental Record and Report Forms.)

- (a) Activity Reports--The coordinator is responsible for making out either daily or weekly reports on the number of students interviewed, placed, laid off, or unemployed.
- (b) Fiscal Reports--Records must be kept to account for funds received and amounts expended for such items as salaries, supplies, equipment, travel, telephone, and postage.

It is important that every cooperative institution consider the use of a multi-purpose General Petition Form for expediting such student requests as: permission to change their education program in some way, change their division, leave of absence from their cooperative job or from school

(a) Procedural Instructions - It is suggested that the coordinator use a sample copy of the evaluation form to illustrate his points regarding the procedural instructions. (Consult Appendix B for a suggested Employer's Evaluation Form.)

It is the practice of most cooperative institutions to mail the evaluation form to each student approximately two weeks before the end of each work period. The student should fill out his section of the form. This information supplies the coordinator with the necessary statistical data about the student's job. It is important to fill out the form completely and accurately. After the student has filled out his section of the form, he should turn it over to the company representative responsible for evaluating his overall performance. The employer should complete his part of the form and mail it directly to the school in the return envelope supplied.

(b) Purposes of the Evaluation Form - The evaluation form is used in two ways. First, the information supplied by the employer is used by the coordinator in counseling his students. The employer's comments made to the coordinator during his periodic visits to the company are also used as supplemental information. Second, the employer's evaluation form becomes part of the permanent record of the student. A good cooperative employment record is just as important for graduation as a good academic record.

8. Discussion of Rules and Regulations - The coordinator should point out to his students the importance of rules and regulations by emphasizing the fact that the administration and operation of an effective cooperative program requires an adequate control system to insure harmony and to protect the vested interests of all the participants in the program.

Following are some basic rules and regulations which are essential for effective program administration and operation:

(a) Eligibility Requirements - Student eligibility for participation in the cooperative program is dependent on the type of program offered by the institution, namely: mandatory or elective. Other conditions may include age, participation in sports, marital status, and academic standing.

(b) Graduation Requirement - Although most cooperative institutions do not grant academic credit for cooperative work experience, they do consider successful performance a graduation requirement. Each work period must be completed to the satisfaction of the Department of Cooperative Education. Therefore, the cooperative student must have a satisfactory employment record as well as an academic record in order to graduate.

At least half of the institutions with existing cooperative programs give some form of recognition to cooperative students for successful completion of the cooperative education program. A few institutions offer a separate Cooperative Education Certificate at graduation. Other institutions give recognition for student participation in the cooperative program by recording this information on each student's permanent record and/or diploma.

(c) Cooperative Work Agreement - It is suggested that the coordinator use a sample copy of the agreement to illustrate his discussion of this particular topic. (Consult Appendix B for suggested Cooperative Work Agreement Form.)

The coordinator should emphasize that continuity of service is the key to a successful cooperative program from the employer's viewpoint. The employer's greatest objection to initiating a program is a rapid turnover, necessitating constant training of new student employees for the job. Therefore, to insure effective administration and supervision of the program, all cooperative students must sign with the coordinator an agreement to continue on the job assigned until released by the coordinator or dismissed by the employer. It is important to note that the agreement is not a contract for a specified period of time providing for automatic release or transfer at the end of that time.

The agreement should be between the student and the cooperative institution, not with the employer. The coordinator should point out to his students that each employer is informed about the agreement procedure at the time of establishing cooperative work arrangements. In addition, the employer understands that "co-op" trainees are not to have special privileges or priority considerations over permanent employees.

(d) Adjustment of Job Assignment - The coordinator should point out to his students that all cooperative jobs belong to the institution. Therefore, students accepting them are not at liberty to terminate them or dispose of them as they choose.

In addition, the coordinator should inform his students that requests concerning change of cooperative assignment, rate of pay, hours of work, leave of absence from work, participation in student activities while employed, or other related matters must be made through the Department of Cooperative Education rather than directly with the cooperative employer.

(e) "Own" Jobs - The coordinator should explain to his students that under certain conditions a student may be permitted to obtain his own cooperative employment instead of an assigned job by the coordinator. It is recommended that the student petition his coordinator for approval of such employment before accepting the job. (Consult Appendix B for suggested Temporary Employment Petition Form.)

Approval of a student's "own" job must be based on two prerequisites: (1) the student's "own" job must meet the same standards as an assigned cooperative job regarding training potentialities and application to the student's career objectives, and (2) all existing assignments with cooperative employers must be satisfactorily filled.

If the job is approved, the student must be informed that the "own" job becomes part of the degree requirements. The student is also expected to follow the same rules and regulations governing student participation on regularly assigned cooperative jobs.

9. Cooperative Disciplinary Problems - Pursuant to the discussion on rules and regulations, the coordinator should explain the institution's policy regarding cooperative disciplinary problems.

In most conventional institutions there are usually three types of penalties pertaining to infractions of university or college rules and regulations that the administration is presented with, namely: Suspension, Disciplinary Probation, and Scholastic Probation.

Institutions with either a mandatory or optional type cooperative program should consider a fourth type called Cooperative ("Co-op") Probation for those students who fail to perform satisfactorily on their cooperative assignments.

It is recommended that cooperative institutions establish a committee to which cooperative problem cases involving job performance and job adjustment may be presented and acted upon judiciously. Members of this committee should include representatives from the administration, teaching faculty, cooperative education department, and student body (usually seniors).

Types of problems that might be brought to this committee include: (1) the student who so conducts himself on the job as to cause his discharge; (2) the student who deliberately deserts his job; (3) the student who is not wanted

back for his next work term because of unsatisfactory performance; and
(4) the student who fails to inform the Department of Cooperative Education
that he has been laid off his cooperative job during the work term.

10. Cooperative Work Report - Practically all cooperative institutions require
at least one report a year from each student enrolled in the cooperative
program as a degree requirement. The coordinator is usually the person
responsible for the grading of these reports as well as the recording of them
on the appropriate student record forms.

The coordinator should point out to his students that the primary purpose of
the cooperative work report is to enable the student to gain the maximum
experience from his cooperative assignment. Experience has shown that
the requirement of a formal written report forces the student to develop an
inquisitive and investigative attitude toward his job and his work environment.

The student should understand that learning on a job assignment is frequently
more difficult than learning in the classroom, because it is primarily a gradual
process of absorption. Therefore, the student will recognize the accumulation
of knowledge more readily when he must reflect on his experiences in the
writing of a formal report.

The student should also understand that the specifications for the report
necessitate planning and organizing the report early in the work term.
Finally, the coordinator should point out the fact that the benefits that the
student derives from writing a cooperative work report will depend to a large
degree on the extent of his motivation for exploring the values in his working

environment, for cultivating his job experience, and for providing the necessary transfer values between classroom learning and practical experience.

PRELIMINARY INTERVIEW WITH STUDENTS

The coordinator should schedule private interviews with his students to review their interview sheets immediately following the group orientation program. Since this is the first formal interview for each student with his coordinator, the coordinator must develop a permissive and expectant avenue of communication.

Information from the student's interview sheet, grade record, and test results (if available) should be used by the coordinator to make an initial appraisal of the student's qualifications for cooperative employment. Since this is a career probing type of interview, the particular areas of interest to the coordinator are the student's: (1) interests, aptitudes, abilities, and personality traits; (2) personal history; (3) previous work experience, including part-time work; (4) range of extracurricular activity; (5) academic subjects liked and disliked; (6) special skills for employment use; (7) choice of major field; (8) job preferences and aspirations; (9) division preference; (10) ultimate vocational objective; (11) reasons for choosing "co-op" program; (12) philosophy of life and attitudes and opinions about self, school, and work.

It is most important that the coordinator record the results of each interview as soon as possible after the completion of the interview. He should particularly note how each student conducted himself during the interview with special emphasis on the following factors: appearance; degree of maturity; personality traits, poise, and peculiarities of speech, manner, and movement. The coordinator should record any other pertinent observations made during the interview, including his opinion regarding the student's "placeability" in cooperative work.

MAKING DIVISION ASSIGNMENTS

One of the primary responsibilities of the coordinator is making division assignments for the students under his jurisdiction. The successful administration and operation of a cooperative program necessitates dividing the student body into two approximately equal groups to provide the "pairing of students" on cooperative assignments.

The coordinator should consider the following factors in making division assignments:

1. Student's Preference - Each student, during his initial interview with his coordinator, should be given an opportunity to express his division preference and the reasons for his choice. The coordinator should note this information on the student's interview sheet. It is very important that the coordinator inform each student during his interview that his division choice will be carefully considered, but that there is no guarantee that his choice will be granted.
2. Imbalance - The coordinator should consider his present balance of upper-classmen before making division assignments for new entrants. Because of attrition among his upperclass students, the coordinator may have to assign additional entrants to a particular division in order to maintain a more even distribution between the two divisions. In addition, the coordinator may have to pair new entrants with upperclassmen from the same geographic area to make teams for job placement in given locations.
3. Academic Standing - It is extremely important that the coordinator avoid placing all of his better students in one division. By the same token, he should not assign all of his marginal students to one particular division. In the latter situation, the coordinator must make an educated guess as to

the attrition possibilities of his marginal students. He must divide his marginal students in the hopes that the attrition rate will be about the same in the two divisions.

4. Job Locations and Timing - The coordinator needs to consider that he may have some good jobs which are difficult to fill because of their location. Therefore, he must constantly look for students who live near these specific job locations and assign them to divisions according to the timing of the job openings.

5. Geographical Locations of Students - The coordinator should be careful not to assign all students who live in the same town or neighboring town to the same division. Oftentimes, these students know each other and will try to convince the coordinator that they should be placed in the same division in order to maintain their peer-group friendships during their school years. However, the coordinator must consider the operation of his program and explain to these students the necessity for maintaining "two-man teams" in all geographic areas to insure continuity of employment.

6. Extracurricular Activities - The coordinator should give careful consideration to the division preferences of students who participate in sports and other extracurricular activities. He should make every effort to assign these students to division assignments which most closely coincide with the timing of the particular student activity. (Refer to Chapter VIII, under the section entitled, "Counseling Special 'Co-op' Placement Problems," Athletes.)

CHAPTER VI

THE PLACEMENT PROCESS: SELECTION, PLACEMENT, AND VERIFICATION

SELECTION OF STUDENTS

What is Selection? Selection is the process of matching the student's qualifications with the employer's requirements and referring the best qualified student to the employer for an interview. The coordinator's primary objective is to choose the right student for the right cooperative job. The coordinator should constantly keep in mind the need for flexibility in matching students and jobs because of the many variables--human as well as mechanical. Each placement must be considered individually. However, students and jobs cannot be expected to fit together like a hand in a glove.

Importance of Good Selection - The importance of proper selection requires constant attention. The success or failure of the school's cooperative program depends on how well the needs and interests of the students are satisfied, and on how well the job needs of the employer are met. Unless the importance of good selection is emphasized, employers will lack confidence in the institution's cooperative education program, and ultimately they will lose faith in the general effectiveness of the cooperative system of education.

Criteria for Selection - The coordinator should consider the following factors in the selection and placement of his students on cooperative assignments:

1. Scholarship

- (a) High academic standing is essential for formal training programs.
- (b) Selection should be deferred for students on "Scholastic Probation" until the conditions of "Probation" have been fulfilled.
- (c) High grades should not be the only criterion for selection.

(d) Many cooperative institutions use a minimum "2.0" grade point average for student eligibility in the program.

2. Personal Qualities

- (a) Personality and good grooming usually carry equal weight with scholarship on the better job assignments.
- (b) Oftentimes, these two personal attributes may carry more weight in job situations where the emphasis is not on high scholastic attainment.
- (c) Ability to communicate effectively both in speech and in writing is essential.

3. Residence

- (a) Many students desire placement close to home because of financial reasons.
- (b) Students assigned to out-of-state jobs are usually expected to pay their own transportation costs and to make their own housing arrangements.
- (c) Women students assigned to out-of-state jobs must submit an approval slip signed by their parent or guardian prior to their placement.
(See Appendix B for sample form.)

Emphasis on Individual Differences - The coordinator must consider individual differences in making decisions on selection and placement.

1. Interviewing

- (a) The coordinator should appraise the student in the light of what he is and what potential he has for advancement.
- (b) The coordinator must project the student into the working environment by asking himself these questions:
 1. Will he perform well on the job?
 2. Will he be interested in the work and satisfied with the working environment?
 3. Has he growth potential~ability to assume new duties with greater responsibilities?
 4. Does the job fit the abilities and aptitudes of the student and coincide with his interests and career plans?

2. Placement

- (a) Business, industry, and the professions have need for students at all levels of ability and ambition.
- (b) The coordinator should be able to identify certain "dead-end" jobs.
- (c) It is not wise to assign top students to "dead-end" jobs.
- (d) It is not good practice to assign marginal students to jobs leading to training opportunities.
- (e) It requires discrimination and judgment to recognize appropriate cooperative opportunities for the so-called "average" students.
- (f) It is sound practice to place students with as many employers as possible rather than place large numbers with a chosen few.
- (g) It is wise to place as many students as possible with long-established companies.
- (h) It is good policy to limit "co-op" placements during periods of peak production to avoid mass student layoffs with the first slight business depression.

Importance of Recorded Information - The coordinator is usually not with the students or the employer when he is making initial selection and placement plans. Therefore, the success of these functions depends in large part on the amount of information on the student's cooperative interview form as well as the recorded cooperative job descriptions.

Failure of the coordinator to provide his students with dependable information about the employers and employment conditions may result in serious placement problems. Students should not learn what the employer expects of them after beginning their cooperative employment. Therefore, it is the responsibility of the coordinator to make available to his students up-to-date information regarding working conditions, personnel policies, wage rates, working hours, fringe benefits, and opportunities for advancement.

The Selection Interview - The primary purpose of the selection or prereferral interview is to obtain further information from the student which will enable the coordinator and the student to make a mutual decision as to the best cooperative assignment for the student.

During the course of the interview the coordinator should: (1) verify the information recorded on the student's cooperative education placement form concerning personal history, education and training, previous work experience, choice of division assignment, choice of major, vocational objective, and type and location of cooperative job assignment; (2) request additional information, if necessary; and (3) determine through further questioning whether or not the student is qualified for and is interested in a particular cooperative assignment.

There are two common mistakes made by new coordinators in the selection and placement process:

1. The coordinator should not make the mistake of beginning the selection interview by informing the student he has a specific cooperative job for him before deciding that the student is qualified.
2. The student should not be told too much about a specific job during the selection interview until the coordinator is convinced that the job assignment basically meets the student's needs, qualifications, and future career plans.

If the student is given all the information about a particular job first, he might, in his anxiety, make a hasty decision that would not be in his best interests. Therefore, the coordinator should not intentionally or inadvertently compound the problem of selection and placement by creating more troubles for himself and his students.

PLACEMENT OF STUDENTS

The Placement Interview - The basic purpose of the placement interview is to give the student referral instructions. The coordinator gives the selected student applicant detailed information about the job, the name and address of the company, and the name and position of the person to whom he should apply.

In addition to supplying the student with the basic referral information, the coordinator also instructs the student to report to him the results of the interview at the company. The coordinator should also give the student some helpful suggestions on how to conduct himself in

the employment interview to improve his chances of securing the job. Many able cooperative students experience difficulties in securing cooperative employment because of their inability to present their qualifications in an effective manner.

At the completion of the placement interview, the student is given a Cooperative Work Agreement to fill out and a Card of Introduction to the employer.

1. As previously indicated, the purpose of the Agreement is to insure a mutual understanding between the student and the coordinator that the student is to continue on the cooperative assignment until transferred by the coordinator or released by the employing organization. The Agreement should serve as an instrument to promote the cooperative efforts of both the student and the employer toward optimum placement satisfaction. (Consult Appendix B for suggested Cooperative Work Agreement Form.)
2. The Card of Introduction serves three purposes:
 - (a) It provides the name and address of the employing organization as well as the name and position of the company representative who is to interview the cooperative student.
 - (b) It introduces and identifies the student applicant to the employer.
 - (c) It provides the employer with a form for reporting the results of the interview to the Cooperative Education Department.
(Consult Appendix B for suggested Card of Introduction Form.)

It is suggested that the coordinator request the student to telephone the employer and make his own interview appointment. The primary reason for this request is to further impress upon the student the importance of selling himself at every opportunity.

Number of Students to Refer - The number of cooperative students that the employer wishes to see depends upon his time, his estimate of how well the coordinator can select candidates for the job, and the available student labor supply.

From the coordinator's viewpoint, the number of referrals he makes depends upon his student workload, the time available, and the number and types of job openings to be filled. With the exception of training programs and other similar competitive opportunities which

multiple referrals, the coordinator should, as a general rule, consider a single student

referral for a single job opening. An employment interview should be required for each student on the job site so as to discourage the practice of "blind employment hiring." It is recommended that each student have only one job interview at a time, and not be considering a number of cooperative job opportunities at the same time.

Since there are more students available for some jobs than for others, employers look to the coordinator to screen the candidate, sending for interviews only those students whose qualifications meet the requirements of the jobs.

VERIFICATION OF STUDENT REFERRALS

Verifying Placement Results - One of the most frustrating problems for a coordinator is the procrastination by some employers in notifying the Department of Cooperative Education of their employment selections. Because of the coordinator's student workload, number of jobs to be filled, time available, and many other pressures which exist during the "changeover" period, it is essential for the coordinator to know as soon as possible whether or not the student referred was accepted by the employer. If the student is not accepted, the coordinator may wish to refer other students.

The student's Card of Introduction, furnished for the convenience of the employer, is not always used by the employer as requested by the Department of Cooperative Education. Therefore, if the coordinator does not hear from either the student or the employer regarding the outcome of a particular job interview within a reasonable period of time (approximately one week), the coordinator should telephone the employer and tactfully request a decision.

Recording the Placement Results - Appropriate entries by the coordinator about his student referrals should be made in his Cooperative Firm Book, Student Lists, and Weekly Report. In addition, placement results should also be recorded on the appropriate Student Card Files and Cooperative Company Files, which are permanent records in the Cooperative Department Office.

The following items of information should appear on the appropriate record forms:

1. Student accepted by the employer.
2. Student rejected by the employer. It might be helpful for the coordinator to note somewhere in his records the reasons for a student's rejection by an employer. The common reasons for rejection are: (1) failure to report for an interview; (2) employer changes his mind about job opening; (3) inability of student to sell himself; and (4) student loses out in competition with others.
3. Cooperative assignment refused by the student with accompanying reasons for refusal.

2. The Persuasive Method - The coordinator should not attempt to do the student's thinking for him but, rather, to urge him to consider all the pertinent facts in a particular situation before making his decision.

The coordinator attempts to assemble all the pertinent data in such a reasonable and logical manner that the student is able to anticipate clearly the probable outcomes of alternative actions.

3. The Explanatory Method - This is undoubtedly the most complete and satisfactory approach. In using this method, the coordinator must give more time to explaining the significance of diagnostic information and to suggesting possible situations in which the student's potentialities can be better used.

In advising the student about a program of action, the coordinator must start at the point of the student's understanding of the problem. It is most important that the coordinator carefully explain why he advises the student to pursue a particular course of action, because he wants to motivate the student to review and accept or reject the arguments for and against different plans of action.

Generally speaking, the coordinator should not make the student's decision. Nevertheless, many students come to the coordinator in an emergency situation which demands immediate action. In such cases, it is not possible to devote extensive time to assisting the student "to arrive at his own decision." Rightly or wrongly, the cooperative program demands that immediate action be taken. There is as much danger of error in being "passive" as there is in being "domineering" or "autocratic." The coordinator must be flexible in his approach and adapt his counseling methods in accordance with the particular situation. There is no general procedure that is applicable for all students. The essence of counseling is to do what needs to be done to assist the student.

COUNSELING SPECIAL "CO-OP" PLACEMENT PROBLEMS

As a placement counselor, the coordinator must understand and appreciate that there are

There are a number of special "co-op" placement problems which require the coordinator's sympathetic understanding and best judgment as well as his patience and self-control. The following examples illustrate some of the difficult problems which the coordinator may encounter.

Athletes - Since most cooperative institutions operate on "elective" or "optional" cooperative program, student athletes can be restricted to the full-time, conventional program. However, when athletes do participate in the cooperative program, the coordinator must keep in mind that the athletic department is primarily interested in producing good representative athletic teams rather than a cooperative program.

The coordinator should consider the following procedures:

1. Division Assignments

- (a) Assign each athlete, whenever possible, to a division which enables him to be in school at the same time as the particular sport's activity.
- (b) Request the athletic department to suggest a division assignment for a student participating in more than one sport.

2. Placement Procedures

- (a) Place athletes on job assignments which pose little or no problems regarding location or working hours which may conflict with practice sessions.
- (b) Place athletes with real conflicting problems on campus jobs--maintenance department, library, cafeteria, laboratories, and various academic and administrative departments.

Foreign Students - Foreign students are difficult to place for three reasons:

1. Since they are not citizens of the United States, security clearance is a real problem. This affects chiefly those students majoring in engineering, science, or business administration who desire cooperative jobs in defense-oriented occupational fields.
2. Most employers will not consider them for training programs or other long-range assignments leading to possible after-graduation employment. They are in this country only on student visas and will return home upon completion of their education.
3. Cultural and language differences in many cases make placement difficult.

In discussing placement opportunities with these students, the coordinator should emphasize the importance of, and the necessity for, flexibility regarding their vocational choices.

Marginal Students - Although some of these students possess qualities which in large measure compensate for their low grades, the coordinator should not permit this to influence his judgment in assessing their capabilities. It is usually advisable to place them on jobs better suited to their capacity.

Oftentimes, these students try to monopolize most of the coordinator's time with their problems. The coordinator should be fair, but firm, in his counseling approach, because he must help them realize that their marginal status precludes their being considered for more challenging cooperative assignments.

Married Students - Two factors which sometimes create difficulty for the coordinator in the placement of married students are job location and cooperative salary rates. Since the married student does not always have the same high degree of mobility as the single student, the coordinator is sometime hard-pressed to find suitable cooperative employment reasonably close to the student's place of residence.

The second factor, and probably the more difficult for the coordinator to control, is that of cooperative salary rates. As previously indicated, most employers pay the same going rate for cooperative students as they do for full-time employees with similar qualifications for a particular job. In addition, they do not usually differentiate between married and single students in the matter of salary. Therefore, the coordinator must keep in mind that the employer is interested only in whether the student has the necessary qualifications for a particular job, not his marital status.

Students with No Vocational Choice - The majority of cooperative students have made no definite decisions about their career objective. Some are uncertain about their vocational choice; while others have made an unwise choice. The coordinator should understand that most vocational

problems are primarily personal problems which frequently must be solved before real progress can be made in the choice of a career.

Most personal problems stem from emotional, social, health, or financial sources. Although students tend to disguise their personal problems in their discussions with the coordinator, he should watch for some of the following causative factors which contribute to the inability of students to make sound vocational choices.

1. Lack of occupational information.
2. Lack of vocational experience.
3. Parental domination.
4. Influence by own peer group.
5. Influence by teachers or high school guidance counselors.
6. Inability to analyze their interests, aptitudes, and abilities.
7. Inability to analyze their chances for success in scholastic or vocational competition.
8. Feelings of inferiority, inadequate social skills, and unfortunate personality traits.
9. Inadequate financial resources.
10. Fear of making the "wrong" choice.
11. Lack of interest in or difficulty with his studies.
12. Ignorance of the existence of certain occupations.
13. Physical or mental handicaps restricting a vocational choice.
14. Unrealistic self-analysis frequently fostered by parents.
15. Personality problems resulting from family conflicts, problems of speech adjustment, disciplinary problems.

Oftentimes, the coordinator will find it difficult to reach a mutual agreement with these students regarding their choice of cooperative employment. They usually worry a great deal about little things and consequently compound the placement problem by assuming too much or by manufacturing problems which do not exist. Therefore, these students, who represent all levels of ability, are apt to refuse several cooperative assignments without substantial reason.

Following are some suggested techniques which the coordinator should consider in counseling his students regarding their vocational objectives:

1. Determine what occupations the student has considered and the reasons for each choice.
2. Determine what occupations the student may have rejected and why.

3. Determine the extent of the student's vocational experience and his attitude toward this work experience.
4. Consider the implications and significance of his hobbies, interests, and extracurricular activities in school.
5. Help the student to understand the reasoning behind the process of matching his strengths and weaknesses against occupational requirements.

Physically and Emotionally Handicapped Students - The coordinator must exercise sound judgment and discretion in the placement of physically or emotionally handicapped students. He must be sympathetic but, at the same time, realistic about their problems.

Some of the more common disabilities the coordinator may encounter are poor vision, poor hearing, loss of limb, speech defect, and paralysis. The coordinator should be especially aware of the fact that some of these students have an accompanying emotional problem which is frequently more difficult to handle than their physical handicap. In this event, the coordinator should refer such cases to the health department of the institution.

Those students who have personality problems may be rejected by many employers. The same is true of the physically handicapped because of the necessity to qualify by physical examination for company programs. Speech difficulties may also cause placement problems because the student does not have a chance to make a good impression in the initial interview.

The coordinator must do an excellent selling job with employers in order to get them to hire these students. It is suggested that the coordinator approach those employers with whom he has excellent rapport before contacting new ones.

Unions - Although the growth of unions has definitely affected cooperative assignments by restricting cooperative students from the various skilled trades and from many production jobs, the union movement has not seriously impeded the growth of cooperative education. In fact, the union movement has indirectly helped cooperative education because there is an increasing number of cooperative employers with union shops who consider "Co-ops" as junior management trainees

The coordinator should be as objective as possible about any union influence on employment practices which might affect his cooperative students. The following are illustrations of typical problems which the coordinator might encounter.

1. The student, who is working in a production job as part of his cooperative training, may be requested by union officials to join the union.
2. The student who is asked to cross the picket line during a strike.
3. The student who desires cooperative employment with a union and is first required to join.

It is recommended that the coordinator permit the student to make his own decision in such cases. Since this concerns the student and the company, the cooperative institution should not intercede except to protect the student if it seems necessary.

In the event that the student does not wish to be involved in any union dealings, the coordinator should inform the employer of the student's feelings. If the employer cannot help the student, the coordinator should release the student and place him in another cooperative assignment.

Women Students - Generally speaking, women students, who are enrolled in the cooperative program, present more difficult placement problems for the coordinator than men students. Following are some of the problems which tend to restrict their cooperative employment opportunities:

(1) transportation to and from "co-op" assignment; (2) room and board arrangements on away-from-home jobs; (3) jobs involving night shifts; (4) limited employment opportunities in industry, except clerical positions; (5) competition for most "co-op" jobs favor male students, except in women-oriented occupations; (6) training program opportunities limited because of the marriage factor; and (7) working conditions most important to women students.

Women students who are majoring in professional fields leading to occupations in which competition is open will have far less difficulty in securing cooperative employment. However, women students who are strongly motivated toward professional, male-oriented occupations will

find competition with men students difficult. Therefore, the coordinator should encourage cooperation and flexibility on the part of women students regarding their cooperative assignments.

HANDLING "CO-OP" STUDENT COMPLAINTS

The coordinator should not consider a "co-op" student's complaint as a nuisance but as an opportunity to correct a cause of dissatisfaction.

Objectives

1. Remedy situation so that it does not happen again.
2. Establish an "open door" policy.
3. Create harmonious coordinator-student rapport.
4. Gain confidence of student.
5. Opportunity to size up students.
6. Prevent student morale from being undermined by unsettled complaints or grievances.
7. Find out information that coordinator does not already know.

Recognizing a Student with a Complaint

1. Loss of interest in "co-op" job.
2. Sullenness or surliness.
3. Lack of cooperation.
4. Evasiveness.
5. Request for job transfer.
6. Tardiness and absenteeism on his "co-op" job.
7. Cynical or antagonistic attitude toward his "co-op" assignment.
8. Non-observance of "co-op" rules and regulations.
9. Taking advantage of privileges.
10. Just enough work to get by in school and/or his "co-op" job.

Types of Complaints from "Co-ops" and Causes

Types

"Co-op" Salary

Causes

No chance for raises
Less than the going rate
Unfair differentials
Rate of progress too slow

Job Assignment

Not challenging
Below capabilities
Poorly informed
No chance for advancement
Frequent reassignment

Job Assignment (Con't.)

Does not see his role
Uncertainty of job
No bearing on career objective
Does not correlate with interests and abilities

Employer Supervision

Over-supervision
Failure to teach
Failure to communicate
Favoritism
Failure to recognize
Criticism in front of others
Insufficient supervision
Boss too demanding
Boss unaware of student's work
Unfair evaluation reporting by employer

Working Conditions

Poor physical facilities
Too much noise
Distance to travel
Poor working hours
Poor housekeeping
Poor lighting
Poor ventilation
Inadequate safety precautions
Inadequate parking facilities

Personal Problems

Lack of interest in school work
Unhappy home environment
Parental domination
Lack of finances
Health problems
Physical handicap
Personality problems
Dating problems

Basic Procedure in Handling Complaints

1. Stay Calm! Cool! and Collected!

2. Listen - Do not do all the talking!

- (a) Let student get his story out.
- (b) Let him get rid of his heavy ammunition.
- (c) Listen to what he is saying as well as what he is not saying.
- (d) Note changes in student's attitude.

3. Question - To gain information - to give information. Inquire, Do Not Probe!

- (a) What motivated student to act the way he did?
- (b) If I had been in his place, how would I have acted?
- (c) Did student act on impulse or carefully weigh his actions?
- (d) Is his action a reflection of mistakes on my part?

4. Timing Your Decision

- (a) Too quick a decision even though favorable may indicate you knew all along things were wrong.
- (b) Too quick a decision even though a favorable decision may indicate you gave it grudgingly.
- (c) Delayed action indicates disinterest and may cause irrevocable harm.

5. Make A Decision

- (a) Analyze and define the problem:
 1. What kind of problem is it?
 2. What is the critical factor?
 3. What are the real motives involved?
 4. What are the expectations in solving it?
 5. What other sources must be considered?
- (b) Develop alternative solutions:
 1. Does solution conform to "co-op" rules and regulations?
 2. What effect on others--on future?
 3. Could you give same answer to others?

6. Take Action

- (a) Develop a definite action-plan
- (b) Discuss decision with student
 1. Give student the facts from all sources.
 2. Inform him about any action taken.
 3. Explain reasons for the decision.
 4. Elicit student's understanding and cooperation.
 5. Explain channel of appeals if student dissatisfied with decision.

7. Follow-Up

- (a) Notify all concerned
- (b) Record for future reference

In summary, the coordinator cannot deal with all the student's problems; nor can he go forward on all fronts at the same time. The coordinator, in his role as a placement counselor, will not know all the answers, but in his search for them the utmost will be required of him, both in personal as well as his professional capacity.

CHAPTER IX

TRAINING AND PROFESSIONAL DEVELOPMENT

NEED FOR TRAINING

Prior to the mid-1960's, there was no formal indoctrination or training for new coordinators into the complicated, strange, busy, and challenging environment of cooperative education. In fact, most coordinators learned the techniques of coordination by means of trial and error, by observing the success and failure of other practitioners in the field, and by direct advice and coaching by superiors.

Today, the hiring and training of coordinators is one of the most important functions of manpower management in cooperative education. If the goals of a cooperative institution are to be attained, coordinators must acquire the knowledge, skills, and attitudes required to perform their jobs proficiently. Coordinator training is the means for attaining this end, which extends to all levels and to both new and experienced alike.

With the current expansion of the cooperative education movement and the accompanying need for new coordinators, there is a definite need to share the wealth of collective knowledge about cooperative education. There is no longer any room for complacency or provincialism. This means that more emphasis must be placed on more standardized procedures and practices pursuant to the training and professional development of coordinators.

TYPE OF TRAINING

Workshops for Coordinators

Through the pioneering efforts of the Center for Cooperative Education at Northeastern University, representatives from 17 cooperative institutions throughout the country attended a three-day Workshop, the first of its kind, on "The Role of the Coordinator in Cooperative Education" on October 3-6, 1966 at the Henderson House, Northeastern University's Conference Center in Weston, Massachusetts.

Since that time, the Center for Cooperative Education has conducted many more formal, short-term training Workshops for both new and experienced cooperative education personnel from more than 100 post-secondary institutions and cooperative employers throughout the United States and Canada.

Purpose - These Workshops, which feature a group dynamics, live-in type experience, are designed to meet the needs of both new and experienced coordinators who want to increase their knowledge and to gain a better understanding and appreciation of the multifaceted role of the coordinator.

Objectives - To emphasize the importance of the role of the coordinator, the specific objectives of these Workshops are as follows:

1. To promote acceptance and understanding of cooperative education.
2. To provide new or improved skills and know-how in the techniques of coordination and program administration.
3. To improve coordinator-student, coordinator-employer, and coordinator-faculty relationships pursuant to the dynamics of coordination.
4. To provide an orientation into the complicated, strange, busy, and challenging environment of cooperative education.
5. To promote better human relations skills, constructive individual thinking, and participation.
6. To further the professional education and development of coordinators.
7. To provide for effective cooperation and exchange of information and ideas between cooperative institutions as well as cooperative employers.

Format - These formal short-term (3-4 days) training Workshops are specifically organized and intensive to meet the most effective, immediate, job-related learning needs of each participant in the minimum amount of time, for the minimum cost.

Content - The choice of subject matter is structured in accordance with the nature and experience level of the group participating in each Workshop. Workshop guides, training devices,

and study materials are all carefully planned and written. Program topics are specific and arranged so that each contribute a significant part to the overall desired results. The content is designed to pinpoint essential knowledge and skills and to produce immediate results within specific job areas, within individual participants.

Following are some of the major topic areas: "The Role of Top Management in Cooperative Education;" "The Dynamics of Coordination;" "Techniques of Job Promotion;" "Meaning of Cooperative Education;" "Basic Tools Used in Coordination;" "Preparation for Placement;" "The Placement Process;" "Supervision of Employment;" "Special Placement Problems;" "Special Administrative Problems;" "Changing Role of the Coordinator;" "Professional Ethics and Practices;" and "The Expanding Role of Cooperative Education."

Methods - For just as there are many methods that may be employed in plant operation or office administration, there are also different methods that may be used in the training and professional development of coordinators. Therefore combination of techniques are used in these Workshops with the primary emphasis on the conference method because of the particular program objectives and nature of the subject matter.

As an educational procedure in these Workshops, the conference method provides the most effective opportunity for the participants to pool their ideas and opinions, examine and share facts and data, and draw their own conclusions, all of which contribute to the improvement of job performance.

Oftentimes, buzzing is used as a group dynamic technique in these Workshops to tap the thinking of smaller special interest-groups within the main group for specific instructional purposes relative to possible solutions to common problems. In addition, special speakers, discussion leaders, and panelists are also used for informational and instructional purposes as well as for "setting the stage" for future group discussions.

Selection - These Workshops are designed to meet the needs of both new and experienced cooperative education personnel alike. The October and May Workshops are primarily reserved for new coordinators from both developing and established cooperative institutions. The November Workshop is reserved for experienced coordinators and program directors as well as cooperative employers. The March Workshop is primarily designed for new and experienced cooperative education employers.

Although participation in these Workshops is strictly voluntary, every effort is made to select a truly representative group of cooperative education personnel in terms of race, creed, color, ethnic background, and diversification of experience levels. Because of the residential feature of these Workshops and to insure optimum group participation, enrollment is limited to a maximum of 18 participants.

Facilities - These Workshops are conducted at the Henderson House, Northeastern University's Conference Center in Weston, Massachusetts which is located approximately 15 miles due west from the University's main campus in Boston. In the quiet and beauty of a pastoral setting, this luxurious stone mansion with its several large rooms, excellent dining facilities and sleeping accommodations provide participants with an unusually attractive as well as functional atmosphere for thoughtful study, group discussions, and camaraderie.

Financing - Part of the financing of the Workshops conducted between 1966 and 1968 was subsidized by a three-year grant given to Northeastern University in 1965 by the Ford Foundation's Fund for the Advancement of Education to establish a Center for Cooperative Education for the specific purpose of offering a consulting service to educational institutions and other organizations interested in exploring, developing, expanding, or improving cooperative education programs.

A tribute to the success of these Workshops is evidenced by the fact that the expiration of the Ford grant in 1968 failed to lessen the interest and support of these Workshops by the

cooperative education community. At present, Workshop participants are required to pay a modest Registration Fee to cover the cost of living accommodations, meals, social hours, and coffee breaks at the Henderson House. It should be pointed out that this Registration Fee is low when compared with per diem travel costs today as well as what it would cost to install a similar training program in-plant, especially when all the costs of training are considered.

Future - The optimum goal in coordinator development might well be stated: Every coordinator properly placed, sufficiently trained, and effectively supervised. In recognition of this important objective, the Center for Cooperative Education will continue to conduct formal, short-term, intensive training Workshops for both new and experienced cooperative education personnel alike. In addition, the Center will also continue to provide a professional consultation service and direct research in the field of cooperative education for publication and dissemination to coordinators, program administrators, and employers as well as the overall academic community.

SOURCES OF TRAINING

Four years after the inception of the Center for Cooperative Education at Northeastern University in 1965, three Regional Centers for Cooperative Education were established to provide consulting services and training programs for post-secondary institutions primarily from their own geographic areas interested in planning, implementing, or expanding cooperative education programs. These Regional Centers are: The Southeastern Center for Cooperative Education at the University of South Florida, Tampa, Florida; the Mid-Atlantic Center for Cooperative Education at Virginia Polytechnic Institute, Blacksburg, Virginia; and the Mid-West Center for Cooperative Education at the University of Detroit, Detroit, Michigan.

In 1969-1970, during the time of this writing, several cooperative institutions conducted federally-funded Summer Institutes or other formal, long-term training programs for new and experienced cooperative education personnel.

SETTING THE STAGE

All the "training" in the world will not make a person a better coordinator - unless he is receptive, open-minded and really wants to change his thinking and his work habits.

Successful training means "change." It must cause people to THINK differently, FEEL differently, and ACT differently!

The personal benefit each coordinator derives from training Workshops or other training programs will depend upon his willingness to persist in acquiring the best work habits.

Nothing in the world can take the place of persistence.

Talent will not; nothing is more common than unsuccessful men with talent.

Genius will not; unrewarded genius is almost a proverb.

Education will not; the world is full of educated derelicts.

Persistence and determination are omnipotent.

-From the Arabic-

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Five-year Quarter System Program				
Leading to Bachelor's Degree				
132 weeks of academic work				
91 weeks of co-op experience				
Sep	Oct	Nov	Dec	Jan
Feb	Mar	Apr	May	Jun
Jul	Aug	Sep	Sep	Sep

Five-year Semester System Program				
Leading to Bachelor's Degree				
128 weeks of academic work				
85 weeks of co-op experience				
Sep	Oct	Nov	Dec	Jan
Feb	Mar	Apr	May	Jun
Jul	Aug	Sep	Sep	Sep

First Year	Quarter 1		Quarter 2		Quarter 3		Summer Vacation	
	Quarter	Co-op	Quarter	Co-op	Quarter	Co-op	Quarter	Co-op
Second Year	Quarter 4	Co-op	Quarter 5	Co-op	Quarter 6	Co-op	Quarter 7	Co-op
	Quarter 5	Co-op	Quarter 6	Co-op	Quarter 7	Co-op	Quarter 8	Co-op
Third Year	Quarter 6	Co-op	Quarter 7	Co-op	Quarter 8	Co-op	Quarter 9	Co-op
	Quarter 7	Co-op	Quarter 8	Co-op	Quarter 9	Co-op	Quarter 10	Co-op
Fourth Year	Quarter 8	Co-op	Quarter 9	Co-op	Quarter 10	Co-op	Quarter 11	Co-op
	Quarter 9	Co-op	Quarter 10	Co-op	Quarter 11	Co-op	Quarter 12	Co-op
Fifth Year	Quarter 10	Co-op	Quarter 11	Co-op	Quarter 12	Co-op	Quarter 13	Co-op
	Quarter 11	Co-op	Quarter 12	Co-op	Quarter 13	Co-op	Quarter 14	Co-op

First Year	Semester 1		Semester 2		Summer Vacation	
	Semester	Co-op	Semester	Co-op	Semester	Co-op
Second Year	Semester A	Co-op	Semester B	Co-op	Semester 4	Co-op
	Semester 3	Co-op	Semester 3	Co-op	Semester 5	Co-op
Third Year	Semester A	Co-op	Semester B	Co-op	Semester 5	Co-op
	Semester 4	Co-op	Semester 4	Co-op	Semester 5	Co-op
Fourth Year	Semester A	Co-op	Semester B	Co-op	Semester 6	Co-op
	Semester 6	Co-op	Semester 6	Co-op	Semester 7	Co-op
Fifth Year	Semester A	Co-op	Semester B	Co-op	Semester 8	Co-op
	Semester 7	Co-op	Semester 7	Co-op	Semester 8	Co-op

Three-year Quarter System Program
 Leading to Associate's Degree
 84 weeks of academic work
 39 weeks of co-op experience

Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep

First Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer Vacation
Second Year	Quarter 4	Co-op	Quarter 5	Co-op	Co-op
	Co-op	Quarter 4	Co-op	Quarter 5	
Third Year	Co-op	Quarter 6	Quarter 7	Quarter 7	Co-op
	Quarter 6	Co-op	Quarter 7	Quarter 7	

Three-year Semester System Program
 Leading to Associate's Degree
 80 weeks of academic work
 34 weeks of co-op experience

Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep

First Year	Semester 1	Semester 2	Summer Vacation
Second Year	Semester 3	Co-op	Co-op
	Co-op	Semester 3	
Third Year	Co-op	Semester 5	Co-op
	Semester 4	Semester 5	

NORTHEASTERN UNIVERSITY

INTERVIEW FORM

Date _____

Print Last Name _____

Class _____ College _____ Major _____
Section No. _____

Name _____

First	Middle	Last	
College (Street)			
Address (City)	(State)	Tel. (Zip)	
Permanent (Street)			
Address (City)	(State)	(Zip)	
Date of Birth	Height	Weight	
Marital Status	Children?	U. S. Citizen?	
Any serious illness or physical limitation?			
H. S. attended	Date of graduation		
H. S. activities			
No. of Brothers, older	younger	Sisters, older	younger
Name of Father or Guardian			
Father or Guardian employed by		Occupation	
Can you type?	Words per min.	Shorthand?	Words per min.
Do you have use of car for Co-op?		Driver's license?	What state?
What are your hobbies and interests?			
What studies interested you most in H. S.?			
What studies interest you most this year?			
Have you been in any Military Service?		Branch	Member of N.U.-R.O.T.C.?
Member of any reserve?		Branch	Active or inactive
Other colleges, etc., attended			

WORK EXPERIENCE (List last job first. Include military assignments)

Name of Company	Duties You Performed	Wages	From	To

What spare-time work are you doing this year? _____

Hrs. per week _____

What are your plans for this summer? _____

If summer address is different from permanent address, please indicate _____

Tel. _____

Which division do you prefer? _____ Why? _____

Why did you decide to attend N. U.? _____

Why did you choose your present major? _____

With present knowledge is this a reasonably firm choice or is it subject to change? _____

What type of work would you like to do on Co-op, and why? _____

Would you consider Co-op placement outside of your home area? _____ Where? _____

What companies would you like to work for on Co-op? _____

INTERVIEW REPORT: Date _____ Interviewer _____

Circle Appropriate Characteristics

APPEARANCE

Attractive

Well Groomed

Neat

Ordinary

Careless

PERSONALITY

Dominant

Strong

Reserved

Passive

Negative

Quiet

Talkative

Ordinary

Colorless

Offensive

POISE

Overbearing

Confident

Balanced

Commonplace

Awkward

MATURITY

Very Mature

Average

Immature

PECULIARITIES

Speech

Manner

Movement

Other (state) _____

"PLACEABILITY"

Excellent

Good

Average

Marginal

Poor

COMMENTS _____

SUGGESTIONS FOR CO-OP PLACEMENT _____

CO-OP WORK REPORTS

Class	Date Due	Date Rec'd	Grade	Title
Sophomore				
Middler				
Junior				
Senior				
Other				

TO BE FILLED OUT BY STUDENT
The employer will please express his candid opinion of this student as a worker in his employ. Criticisms, and comments are earnestly solicited. This information will be utilized by the coordinator for the guidance of the student.

BOSTON, MASSACHUSETTS

STUDENT REPORT

TO BE FILLED OUT BY STUDENT

INSTRUCTIONS: The student should complete this portion of the report form and leave with the employer for his evaluation. The employer should mail this form to the University in the accompanying Self addressed envelope.

Date _____

RELATIONS WITH OTHERS

Exceptionally well accepted
 Works well with others
 Gets along satisfactorily
 Has some difficulty working with others
 Works very poorly with others

ATTITUDE - APPLICATION TO WORK

Outstanding in enthusiasm
 Very interested and industrious
 Average in diligence and interest
 Somewhat indifferent
 Definitely not interested

JUDGMENT

Exceptionally mature
 Above average in making decisions
 Usually makes the right decision
 Often uses poor judgment
 Consistently uses bad judgment

DEPENDABILITY

Completely dependable
 Above average in dependability
 Usually dependable
 Sometimes negligent or careless
 Unreliable

ABILITY TO LEARN

Learns very quickly
 Learns readily
 Average in learning
 Rather slow to learn
 Very slow to learn

QUALITY OF WORK

Excellent
 Very good
 Average
 Below average
 Very poor

ATTENDANCE:

Reg. Irreg.
 Excellent Very Good PUNCTUALITY
 Marginal Poor

OVERALL RATING:

Excellent Very Good Reg. Irreg.
 Marginal Poor

COMMENTS (over if necessary)

Comments: _____

(Signed) _____

(Company Representative)

This report has been discussed with the student

Yes _____

ADDITIONAL SUPERVISOR'S REMARKS:

COORDINATOR'S REMARKS:

COMPANY FACTS

COMPANY BENEFITS

COMPANY VISIT WRITE-UPS

19
40

DATE

SOUTHEASTERN UNIVERSITY
Division of Co-operative Education

CLASS:

DIVISION:

CURRICULUM:

AJ	CJ	TW	NW	TE

Residence

Student's Name

Place of Employment

AJ QJ 34

LEGEND

AJ - ASSIGNED JOBS

OJ - OWN JOBS

TW - TOTAL WORKING

NW - NOT WORKING

TE - TOTAL ENROLLMENT

NORTHEASTERN UNIVERSITY
GENERAL PETITION FORM

Print Name _____

Class of _____ Div _____ Major _____

Today's Date _____

If Freshman, give section number _____

I, the undersigned, petition that _____

My reason for this is _____

SIGNED _____ ADDRESS: _____
No. Street _____ City _____ State _____

BEFORE THIS PETITION IS ACTED UPON, YOU ARE TO SEE ONLY AS CHECKED

Your Advisor _____ Signed _____

Dept. of Co-op Educ., 253RI _____ Signed _____

Bursar's Office, 245 RI _____ Signed _____

Dean of Students, 152EC _____ Signed _____

(For Office Use Only)

Office of Origin _____ Registrar's Record:

Final Action _____ To:

By _____ Statistical

Date _____ Weekly Report

Student Notified _____ Schedule Card

Material Attached _____ Recorder

NOTE: ALL PETITIONS MUST END UP IN REGISTRAR'S OFFICE, 120 HA

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